Alternate Assessment Manual

for the

Arizona Student Achievement Program

October 2005

Alternate Assessment Committee

Heather Bates (Reading content specialist)
 Tucson Unified School District

Cyndi Bolewski
 ADE, Exceptional Student Services

Judy Croswell
 ADE, Exceptional Student Services

Judy Garrett, Ph.D.
 Arizona State University West

Marilyn Griffin, Ed.D.
 Scottsdale Unified School District

Daniel Juliano, Ph.D.
 Kyrene Elementary School District

Larry McBiles, Ph.D.
 Arizona Foundation for Resource Education

Victoria Noseck
 Arizona State Schools for the Deaf and the Blind

Judy Reihard (Math content specialist)
 Tempe Union High School District

Darlene Sithole
 Tucson Unified School District

Catherine A. Taylor
 Tucson Unified School District

Lynette Thompson
 InterAct Arizona, Arizona State University

Julie Williams, Ed.D.
 Desert Valley Regional Cooperative

John Wilson
 Tempe Elementary School District

Maria Berecin-Rascon
 Casa Grande Elementary District

Mary Brownell
 Kyrene Elementary School District

Elaine Ehrenberg, Ed.D.
 ADE, Exceptional Student Services

Elliot Gory, Ph.D.
 Tempe Elementary School District

Donna Hahn
 Tempe Union High School District

Stephanie MacFarland, Ph.D.
 University of Arizona

Joan McDonald
 Tolleson Elementary School District

Nancy Nowlin
 ADE, Exceptional Student Services

Ellen Rutemiller
 Madison Elementary School District

Judy Sullivan
 Gilbert Unified School District

Kathleen Thomas
 Casa Grande Elementary School District

Dene Wallace
 Tempe Union High School District

Leila Williams
 Tucson Unified School District

Field Study Participants

Arizona State Schools for the Deaf and the Blind:

Mary Adkisson	Lisa Costa	Paula Hensley
Lisa Jackson	Sandra Rafeedie	Sandra Reino
Donna Riccobono	Judy Schumacher	Jennifer Wolf

Casa Grande Elementary School District:

Maria Berecin-Rascon	Ginnie Gatlin	Corianna Lee
Sandy McIntyre	Edward O'Neill	Rita Wiebold

Catalina Foothills Unified School District:

Madeline Edwards	Suzie Speilman

Fowler Elementary School District:

Sharon Nelson

Kyrene Elementary School District:

Melissa Aratin-Wakeham	Nancy Hoddy	Joan Howard
Carol Lang	Aimee Lindemann	Joann Thomas
Ethan Todd		

Rainbow Accommodation School, Holbrook:

Autumn Hanson

Sahuarita Unified School District:

Sherry Mulholland	Joanne Wilson

Tolleson Elementary School District:

Lynn Gangloff	Pendergast Elementary School District
Nicole Havertine	

Tucson Unified School District:

Sarah Bock	Pamela Crooke	Cynthia Anne Dryer
Chris Ducsai	Jim Gillen	Marianne Klier
Kim Kurz	Michelle Morden	Wanda Pankratz
Elizabeth Rivera	Mickey Rumic-Cox	Velma Valenzuela
Victoria Vaughn	Paul Wallace	

Vail Unified School District:

Tina Williams

Table of Contents

Descriptions of and Directions for Testing Forms (continued)

Overview of State Testing and Changes in This Manual for the Current School Year

1 *AIMS DPA, AIMS HS, and TerraNova*

AIMS—Dual Purpose Assessment: Arizona's Instrument to Measure Standards (or AIMS), a criterion-referenced test, now includes items from the TerraNova achievement test, a norm-referenced instrument, embedded in the assessments for grades 3–8. This assessment is called Arizona's Instrument to Measure Standards Dual Purpose Assessment or AIMS DPA.

AIMS—High School: The AIMS for high school, AIMS HS, which does not contain the norm-referenced items, is given to students in grade 10 (11 and 12, if needed for graduation).

TerraNova: In grades 2 and 9, the TerraNova achievement test, the norm-referenced test that replaced the Stanford Achievement Test, is administered by itself.

No out-of-level testing: Although there are no options for out-of-level testing on the AIMS or TerraNova, special education students are allowed to take the alternate test (AIMS-A) or to use either standard or alternate accommodations. Students take the grade level AIMS or AIMS-A in AIMS assessment years and the grade level TerraNova or the ASAT in TerraNova assessment years. IEP teams are advised to consult the document on AIMS and TerraNova testing when making standard and alternate accommodation decisions for special education students for the classroom and for AIMS or TerraNova testing.

Options for special education students: Below is a list of available options for IEP teams to consider in making decisions about testing:

- ◆ grade level assessment—with no accommodations
- ◆ grade level assessment—with standard accommodations
- ◆ grade level assessment—with alternate accommodations
- ◆ grade level assessment—with standard and alternate accommodations
- ◆ alternate assessment—Level I (grades 2-12)
- ◆ alternate assessment—Level II (grades 6-12)

2 *AIMS-A and ASAT*

AIMS-A and ASAT, Levels I and II: AIMS-A (the alternate AIMS) and ASAT (the alternate to the TerraNova) both have two levels for assessment purposes. Level I is the original assessment; Level II is for students whose performance on the Level I Functional and Kindergarten level assessments meets or exceeds the performance standards. Students who are attending 6th through 12th grades and who are working on the articulated standards at the 1st through 3rd grades (at a beginning level) and who meet the definition of significant cognitive disability are eligible for consideration to take Level II assessments.

Significant cognitive disability: Both Level I and Level II assessments require that the student's ability is consistent with the definition of *significant cognitive disability.* Qualification requires evidence in three areas: (1) formal testing data, (2) intensity of instruction required, and (3) curriculum focused on functional achievement. See Form 1 on page 15 for more information.

Ungraded classes: For AIMS-A testing purposes, a student must be classified according to the grade in which the student is enrolled. Ungraded classes are no longer allowed.

What's in Level I: The AIMS-A Level I assessment includes: a teacher evaluation of a student's performance on selected standards (Form 3), a parent interview (Form 4), and an evaluation of a student's performance on four activities (Forms 5 A–D) in four domains—school or vocational, recreation and leisure, community, and domestic living. The ASAT Level I assessment includes a teacher evaluation of performance only (Form 2).

Changes for Level I: For students in grade 10, the Performance Evaluation will be the only teacher evaluation component required. In other words, AIMS-A for grade 10 will consist of Forms 3, 4, and 5 for Level I. Form 3 Performance Evaluation data will now be entered online. (In the past, Form 3 data was pulled from Form 2 data; now however, Form 2 data will not have to be updated for the high school AIMS-A, so teachers must input the information directly.)

Because gathering information for ASAT is required before administering the original AIMS-A (i.e., some ASAT data must be transferred to the AIMS-A test format), ASAT will continue to be given to students in grades 2 through 9. In grades 2 and 9, it will be the only alternate assessment given. In grade 10, ASAT is not required.

What's in Level II: The AIMS-A Level II assessment includes two evaluations only: a teacher appraisal of the student's status on selected standards (Form 2, which is also the basis of ASAT) and a performance evaluation of a student's ability to perform activities in the four domains—school or vocational (applying for a job or volunteer activity), recreation and leisure (choosing a free time activity), community (determining transportation options), and domestic living (entertaining friends). This component, labeled Forms 3 A–D, is for AIMS-A only. ASAT Level II is the teacher evaluation of the student's abilities on the standards (Form 2).

Changes for Level II: This year, the breakdown of scores on Level II may be somewhat different. Scores will be tallied for each separate content standard involved on each step. The score will relate to the student's performance in that content area and not globally to the student's performance of the step.

Parent reports: The reports sent to parents will also have some changes. These reports will show the domain for the scores as well as the concepts represented.

Science standards: For future reference, in 2007–2008, the AIMS general assessments will include the measurement of science standards, as required by the No Child Left Behind Act. The AIMS-A science standards and science assessment are currently under development in order to meet that federal mandate and timeline.

Arizona Student Achievement Program

The Arizona Department of Education (ADE) believes that:

♦ Curriculum, instruction, and assessment must be inclusive and equitable for all students in every public education agency and school.

♦ The Arizona Academic Standards provide the foundation for curriculum, instruction, and assessment in our state.

♦ Assessment must mirror student instruction.

♦ Increasing the academic achievement of **every** student must become a common goal.

♦ All students must be instructed in content for their enrolled grade level.

♦ **All** students must be given the opportunity to demonstrate what they know and can do.

♦ **Each** student can benefit from instructional and programmatic changes that are implemented in response to assessment results.

Arizona has instituted a comprehensive statewide system for assessing the achievement of **all** students on the Arizona Academic Standards. All students, regardless of disability category, will be instructed and assessed in accordance with the Arizona Academic Standards with the state assessment instruments.

The Arizona Student Achievement Program (ASAP) has four objectives that direct its operation:

1. To provide information to students, parents/guardians, and educators to assist in the decision-making process related to educational and career planning.

2. To provide information to classroom teachers, principals, and other professional staff for the improvement of instructional programs.

3. To provide information for the evaluation, planning, and improvement of educational programs at the school, county, and state levels.

4. To provide information to the Arizona Department of Education on the academic achievement of all Arizona school students.

Required Statewide Assessments

♦ **Arizona's Instrument to Standards Measure** AIMS Dual Purpose Assessment **or** AIMS-A/ASAT in grades 3–8
High school AIMS in grades 10–12* **or** AIMS-A in grade 10
Assesses content areas of reading, writing, and mathematics
*Required for graduation

♦ **TerraNova or ASAT** Administered annually in grades 2 and 9
Assesses content areas of reading, language arts, and mathematics

Assessment Options by Grade Level
for All Arizona Students

	Grade 2	Grades 3, 4, 5	Grades 6, 7, 8	Grade 9	Grades 10, 11, 12
State Assessments	TerraNova	**AIMS DPA (Dual-Purpose Assessment)** AIMS with TerraNova items embedded		TerraNova	**High School AIMS** (11 & 12 if not passed in 10)

	Grade 2	Grades 3, 4, 5	Grades 6, 7, 8	Grade 9	Grade 10*
Alternate Assessment Options (available for students who qualify)	**Level I ASAT**	**Level I AIMS-A/ ASAT**	**Level I AIMS-A/ ASAT**	**Level I ASAT**	**Level I AIMS-A**
			Level II AIMS-A/ ASAT	**Level II ASAT**	**Level II AIMS-A**

Adapted from Tucson Unified School District

* Testing in grades 11 and 12 is no longer required unless a student's IEP team determines that the student should approach or meet the AIMS-A standards as a graduation requirement.

Testing-Related Web Sites

The main Web site for the Arizona Department of Education is www.ade.az.gov. You can access the ADE sites below by typing the exact address in the *Open* menu or by going to the main address and clicking on *Accountability* on the left-hand panel (eighth from the top). Then select *AIMS* and click on it. Under *Assessment Development and Administration,* select *AIMS-A* or *ASAT.*

Additionally, Special Education resources, such as curriculum planning tools, are available by accessing *Programs* on the left-hand panel (fourth from the top). Then select *Special Education* and click on it. Under *Exceptional Student Services*, there are several areas to access information—*Programs* and *Articles and Links.* Under *Articles and Links,* select *Resources.* These items are listed alphabetically. See the "Functional Standards Status Report for IEP Development" for assistance in developing goals for all content areas (e.g., comprehensive heath and physical activity).

Statewide testing Web site

> For current information on statewide testing including AIMS-A and ASAT information, visit the Arizona Department of Education Web site at:
>
> www.ade.az.gov/standards

Alternate assessment Web sites

♦ **AIMS-A and ASAT Forms:**

> Use only the most current forms, which are available at this Web site:
>
> www.ade.az.gov/standards
>
> Select *AIMS-A* for AIMS-A forms and *ASAT* for ASAT forms.

♦ **Alternate Assessment Manual:**

> www.ade.az.gov/standards
>
> Select *AIMS-A* and then *Alternate Assessment Manual.* Use the same manual for both assessments and both levels.

Functional Standard Status Reports for IEP development Web site

> www.ade.az.gov/ess/IEPDevelopment
>
> Or go to the main Web site, then go to *Special Education,* next go to *Exceptional Student Services,* and under *Resources,* click on *Functional Standards Status Reports for IEP Development.*

Alternate Assessment Code of Ethics

The Alternate Assessment Code of Ethics informs school personnel involved in alternate assessments of ethical, nondiscriminatory assessment practices and underscores the diligence necessary to provide accurate assessment data for instructional decision-making. The importance of commitment and adherence to the Alternate Assessment Code of Ethics by those involved in the process cannot be overstated. The Code of Ethics addresses general and specific concerns regarding appropriate professional practices within the Arizona Student Achievement Program (ASAP).

Code of Ethics

Confidentiality

1. Arizona's alternate assessments are part of students' education records; consequently, school personnel involved in the alternate assessment process adhere to the Family Educational Rights and Privacy Act (FERPA) and any additional public education agency (PEA) procedures pertaining to the confidentiality of personally identifiable student information.

2. School personnel involved in the alternate assessment process are properly instructed in confidentiality procedures. Teachers are required to sign a test security assurance in the spring prior to assessment.

3. Students' alternate assessment data is maintained in a safe, secure location and can be reviewed only by school personnel who have legitimate educational interests in students' records, as defined by PEA policy.

4. Alternate assessment data may be reviewed by state and local school officials who are conducting accreditation reviews or completing special education monitoring and compliance activities and by personnel authorized to conduct studies to evaluate and validate the alternate assessment.

Administration

1. Personnel who conduct the alternate assessment rigorously follow the appropriate administration procedures, which include creating a positive environment, administering the assessment properly, and compiling complete and accurate assessment data.

2. Parents and students are provided information on the purpose and the procedures of the alternate assessment and are involved in using the results in instructional planning for students.

3. The assessment data describes what students *can do* and creates profiles of students' progress over time.

4. Only accommodations, modifications, or other supports used routinely in students' instructional programs are used during the administration of the assessments.

5. Age-appropriate materials are used for all instructional activities related to alternate assessment.

6. Any fabrication of data on students' alternate assessments is prohibited and is considered the willful manipulation of the assessment and its results.

Requirements for Alternate Assessment

Federal Requirements

Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04) 20 U.S.C. §1412(a)(16)

All children with disabilities are included in all general state **and** (emphasis added) districtwide assessment programs, including assessments described under §1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs (IEPs).

The state (or in the case of a districtwide assessment, the local education agency) (LEA) has developed and implemented guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments with accommodations as indicated in their respective individualized education programs.

The guidelines shall provide for alternate assessments that—

(i) are aligned with the state's challenging academic content standards and challenging student academic achievement standards; and

(ii) if the state has adopted alternate academic achievement standards permitted under the regulations promulgated to carry out §1111(b)(1) of the Elementary and Secondary Education Act of 1965, measure the achievement of children with disabilities against those standards.

The state conducts the alternate assessments described above.

State Requirements

The operation of the Arizona Student Achievement Program (ASAP) is the responsibility of the Arizona Department of Education (ADE).

Guidelines for following state requirements:

The following additional requirements apply specifically to alternate assessment.

1. All students with disabilities enrolled in public school shall be included in ASAP.

   ♦ **Statewide assessments:**
   AIMS: grades 3–8 for the AIMS DPA and AIMS-A DPA (AIMS-A/ASAT); grades10–12 for the high school AIMS and grade 10 for the high school AIMS-A. (If a student does not meet the standards on the high school AIMS in grade 10, the student may retake it until he or she meets the standards; students taking AIMS-A are not rquired to take the test after grade 10.)

   TerraNova: grades 2 and 9 for the TerraNova and ASAT.

   ♦ **District assessment:**
   District Assessment Plan (DAP): grades K–12.

2. The alternate assessment component of ASAP includes assessments in the core areas of reading, writing, listening/speaking, and mathematics.

3. All students with disabilities who meet the eligibility criteria for alternate assessment are to be assessed on the Functional and Kindergarten standards (Level I) or on selected standards for grades 1–3 (Level II).

4. All alternate assessment activities must be completed within the time frame specified by Arizona Department of Education for a given year. (See pages 46–47 for timelines.)

5. Personnel involved in the alternate assessment are to read and follow the provisions of the Alternate Assessment Code of Ethics, including confidentiality regulations regarding the collection, maintenance, and disclosure of student performance information.

6. Designated staff members who have been provided staff development in conducting alternate assessments shall administer the alternate assessments.

7. Parents/guardians of those students who participate in the alternate assessment and the students, when appropriate, shall be informed of the individual results and be provided an opportunity for explanation of the results by professional staff within the PEA.

8. The individualized education program (IEP) team shall include individual student results of the alternate assessment in its review of educational performance for evaluation and annual IEP meetings. School instructional teams may also access the information for the purposes of collaboratively planning and delivering instruction.

9. Arizona Department of Education may release to the public only alternate assessment data that does not personally identify students.

Alternate Assessment Forms

There are five numbered forms involved in the Level I assessment. Because data is now electronically submitted, on the AIMS-A given in grades 3–8 (AIMS-A DPA), totals for Form 3 are generated by the computer from Form 2 information. In other words, the process does not require Form 3 data input by teachers. However, for the high school test, which no longer uses Form 2, Form 3 totals cannot be generated by the computer. Therefore, teachers must input Form 3 totals directly. In the Level II assessment, there are three numbered forms.

Also included with the assessment package is a scoring guide called the Analytic Scoring Tool (AST) and a Demographic Information Form (DIF). Teachers will use the scoring tool to evaluate students' abilities and the DIF to assist them in recording correct student demographic information before they enter and submit data. Not all numbered forms are used for every assessment. Ensure that you are using the right forms for the level you have determined appropriate. Student report forms will be available for downloading and printing after student data has been submitted and verified by the administrator.

Below is a list of components and forms. To determine the forms needed for each assessment, refer to the specific test information (AIMS-A or ASAT) on pages 10 and 11.

Analytic Scoring Tool

Demographic Information Form

Assessment forms, Level I

- ♦ **FORM 1** Alternate Assessment Eligibility Criteria for State Assessments
- ♦ **FORM 2** Standards Status Report *(not required for high school AIMS-A)*
- ♦ **FORM 3** AIMS-A Performance Evaluation *(generated from Form 2 data for AIMS-A DPA; teacher input required for high school AIMS-A)*
- ♦ **FORM 4** AIMS-A Parent Interview
- ♦ **FORM 5** AIMS-A Activity-Based Performance Assessment
    Data Sheets
    Score Sheets

Assessment forms, Level II

- ♦ **FORM 1** Alternate Assessment Eligibility Criteria for State Assessments
- ♦ **FORM 2** Standards Status Report
- ♦ **FORM 3** AIMS-A Activity-Based Performance Assessment
    Data Sheets
    Score Sheets

Student report forms (downloadable after data submission and verification)

- ♦ AIMS-A Student Report, Level I or Level II
- ♦ ASAT Student Report, Level I or Level II

Alternate Assessments
Graphic Overview

AIMS-A
Arizona's Instrument to Measure Standards-Alternate

ASAT
Alternate State Achievement Test

DPA Grades 3–8
High School Grade 10

Grades 2 and 9

Alternate Assessment Eligibility Criteria
●**Form 1,** *Level I* **and** *Level II*

must meet "significant cognitive disability" definition

Standards Status Report
●**Form 2,** *Level II*
●**Form 2,** *Level I*

Standards Status Report
●**Form 2,** *Level I*
●**Form 2,** *Level II*

Performance Evaluation*
●**Form 3,** *Level I only*

Parent Interview
●**Form 4,** *Level I only*

Activity-Based Assessments
●**Forms 5 A–D,** *Level I*
●**Forms 3 A–D,** *Level II*

AIMS-A Student Report
Level I **or** *Level II*

ASAT Student Report
Level I **or** *Level II*

——————— Level I assessments
················· Level II assessments

*The high school AIMS-A, Level I, will no longer require Form 2; for the high school administration of Level I, Form 3 totals must be input by the teacher.

Adapted from Pendergast Elementary School District

Statewide Assessment Reference Guide

Grade	TerraNova Achievement Test		AIMS Assessments (AIMS DPA or HS AIMS)		District Assessment Plan (DAP)	
	General	Alternate (ASAT)	General	Alternate (AIMS-A)	General	Alternate (ASAT)
Preschool	not required	not required	not required	not required	not required	not required
K	not required	not required	not required	not required	DAP	I: Forms 1-2 or district alternate
1	not required	not required	not required	not required	DAP	I: Forms 1-2 or district alternate
2	required	I: Forms 1, 2	not required	not required	DAP	I: Forms 1-2 or district alternate
3	embedded in dual purpose assessment	I: Forms 1, 2	DPA required	I: Forms 1-2, 4-5	DAP	I: Forms 1-2 or district alternate
4	embedded in dual purpose assessment	I: Forms 1, 2	DPA required	I: Forms 1-2, 4-5	DAP	I: Forms 1-2 or district alternate
5	embedded in dual purpose assessment	I: Forms 1, 2	DPA required	I: Forms 1-5	DAP	I: Forms 1-2 or district alternate
6	embedded in dual purpose assessment	I or II: Forms 1, 2	DPA required	I: Forms 1-2, 4-5 II: Forms 1-3	DAP	I or II: Forms 1-2 or district alternate
7	embedded in dual purpose assessment	I or II: Forms 1, 2	DPA required	I: Forms 1-2, 4-5 II: Forms 1-3	DAP	I or II: Forms 1-2 or district alternate
8	embedded in dual purpose assessment	I or II: Forms 1, 2	DPA required	I: Forms 1-2, 4-5 II: Forms 1-3	DAP	I or II: Forms 1-2 or district alternate
9	required	I or II: Forms 1, 2	not required	not required	DAP	I or II: Forms 1-2 or district alternate
10	not required	not required	high school test required	I: Forms 1, 3-5 II: Forms 1,3	DAP	I or II: Forms 1-2 or district alternate
11	not required	not required	not required	not required	DAP	I or II: Forms 1-2 or district alternate
12	not required	not required	not required	not required	DAP	I or II: Forms 1-2 or district alternate

Always refer first to the Arizona Department of Education Web site (www.ade.az.gov) for current testing policy.

DPA = Dual Purpose Assessment   I = Level I alternate assessments
DAP = District Assessment Plan   II = Level II alternate assessments

Questions About
Administering Alternate Assessments

For questions related to administering any of the alternate assessments:

1. **Determining forms needed:** Review this Alternate Assessment Manual. Determine the forms you need by reviewing pages 9–11. For Level I, AIMS-A DPA (or AIMS-A given in grades 3–8) a copy of Form 3 is not required; it is generated by the computer from Form 2 information. For Level I, high school AIMS-A (given in grade 10 only), Form 2 is not required; therefore, teachers must input Form 3 totals directly.

2. **Locating and downloading forms:** Locate the forms in this manual that follow the forms' descriptions and directions (Form 1, AST, and DIF) and download all the remaining forms from the ADE Web sites as shown on the Web sites page (page 5).

3. **Understanding directions:** Read about the uses for each form at the beginning of each form description beginning on page 13. Use the guidelines for using each form and the tips on the page for administration directions.

4. **Getting assistance at school:** Contact the testing coordinator and/or special education director at your school or public education agency (PEA) for questions about administering the tests.

5. **Getting assistance at ADE:** Contact the program specialist at the Arizona Department of Education, Exceptional Student Services, who is assigned to your PEA for questions about administering alternate assessments.

6. **Answering common logon questions:** For questions related to the common logon account, contact the ADE Support Center at (602) 542-7378 in Phoenix or (866) 577-9636 outside Phoenix or through e-mail at enterprise@ade.az.gov.

7. **Answering electronic data submission questions:** For questions related to submitting data electronically through the common logon, contact the ADE Support Center at the telephone numbers and e-mail address above. The regional training centers are no longer available for assistance.

Descriptions of and Directions for Testing Forms

Level I and Level II:

Alternate Assessment Eligibility Criteria for State Assessments

The Alternate Assessment Eligibility Criteria for State Assessments, Form 1, documents students' eligibility for participation in Arizona's alternate assessments (both AIMS-A, Levels I and II, and ASAT, Levels I and II). The foremost requirement for eligibility for any of the alternate assessments is that students have *significant cognitive disabilities*. The determination as to whether students have significant cognitive disabilities must be made when students (with certain categories of disability) have instructional levels significantly below their enrolled grade levels. The decision is made by IEP teams and includes three facets:

♦ empirical evidence from formal testing (scores reflecting cognitive abilities and adaptive behavior levels),

♦ intensity of instruction required (established need for concrete examples in all applied contexts), **and**

♦ curricular outcomes focused on functional achievement.

Level I measures students' progress on the functional and kindergarten standards, and Level II, on selected 1st–3rd grade standards. Eligibility for either of the alternate assessments (AIMS-A or ASAT) is determined by considering eligibility in all content areas. In other words, if students are taking Level I or Level II assessments, they must take every part of the assessment on the same level. Parents should always be participants in the IEP decision-making process.

Guidelines for determining eligibility:

1. Discuss a student's participation in state assessments with the use of standard and alternate accommodations. If the IEP team determines that a student cannot meaningfully participate using these accommodations **and** the student's ability meets the current definition for *significant cognitive disability,* the IEP team should consider eligibility for the alternate assessments. See page 15 for the full definition. Parents should be made aware in the decision-making process that their child's participation in alternate assessment is an alternate path for graduation.

2. To determine the student's eligibility for alternate assessments, complete the eligibility form. Determine whether the student's disability meets the definition of significant cognitive disability, and include information from previous years' testing.

TIPS:

♦ *If the student is being instructed at the Functional and Kindergarten levels of the Arizona Academic Standards, Level I assessments are probably the most appropriate.*

♦ *If the student's performance surpasses the Level I performance indicators but the student is still working on academics at a 1st–3rd grade level and the student is attending 6th–10th grade, Level II assessments may be more appropriate.*

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3. **Consideration for Level I eligibility:** Having some *no* responses in **every** content area qualifies the student for consideration of Level I assessments. Using previous results and the eligibility criteria for all content areas, determine whether the student qualifies for Level I assessments. Use the comments section to document discussion. Indicate the final decision of the team by checking *yes* or *no* at the end of the second page.

4. If a student receives a number of *yes* responses on the consideration for Level I **and** the student is in the 6th–10th grade **and** the student is being instructed on the standards for grades 1–3, then complete the consideration for Level II eligibility.

5. **Consideration for Level II eligibility:** *Yes* responses qualify the student for consideration of Level II assessments. If a 6th–10th grade student receives a number of *yes* responses, consider the student for Level II assessments. Use the comments section to document discussion. Indicate the final decision of the team by checking *yes* or *no* at the end of the paragraph.

6. **Other variables to consider:** When a student's scores don't clearly indicate which test is most appropriate, you might consider the student's age and grade, the results of previous AIMS-A assessments, the student's functional level, and the distribution of *yes*es and *no*s. Challenging the student to the next highest level should be a goal of testing.

7. If a student is no longer eligible for the alternate assessments, the student should participate in the AIMS DPA, the high school AIMS, or the TerraNova.

8. Update the eligibility form annually in all content areas (reading, writing, and mathematics) as part of the IEP process.

9. Maintain the Alternate Assessment Eligibility Criteria, Form 1, as part of IEP documentation. Enter Form 1 data on the alternate assessment data entry system when it is available beginning the first Wednesday in January.

Student:_____ DOB: _____ SAIS #: _____ Date: _____
School:_____ Special Education Categories: _____

Significant cognitive disability (SCD) eligibility requirements: For students whose instructional level is significantly below the enrolled grade level. In order to be considered for alternate assessments, students must **meet all** of the following **criteria:**

1. Evidence of a significant cognitive disability: Empirical evidence (formal testing results, multidisciplinary evaluation team results, etc.) of a significant cognitive disability that prevents the acquisition of the Arizona Academic Standards.

Check disability category:

☐ MIMR ☐ MOMR ☐ SMR ☐ MD with MR component ☐ MDSSI with MR component
☐ TBI with MR component   ☐ Autism with MR component
☐ Student *functions* like a student with MIMR *across **all** content areas—reading, writing**, and** mathematics.*

> *Example 1*: An 8th grade student functioning at 2nd grade in reading and writing and at 4th grade level in mathematics does not qualify under criteria 1.
> *Example 2:* A 10th grade student functioning at the 2nd grade level in reading, writing, and mathematics does qualify under criteria 1.

_____ Yes _____ No   Comments:

2. Intensity of Instruction: It is extremely difficult for the student to acquire, maintain, generalize, and apply academic skills across environments even with extensive/intensive, pervasive, frequent, and individualized instruction in multiple settings.

_____ Yes _____ No   Comments:

3. Curricular Outcomes: The goals and objectives in the student's IEP focus on progress within functional achievement indicators and the student's present level of educational performance significantly impedes participation and completion of the general education curriculum even with significant program modifications.

Check level of standards:

☐ Functional and Kindergarten Arizona Academic Standards (For students in grades 2-12)
☐ Grades one through three of the Arizona Academic Standards (For students in grades 6-12)
_____ Yes _____ No   Comments:

Student meets the definition of *significant cognitive disability* (SCD)

> **_____ Yes** (If the above three responses are marked *yes*, continue with eligibility criteria process.)
> **_____ No** (If any response above is marked *no*, the student does not qualify to participate in alternate assessments.)

Most recent alternate assessment test results:									
AIMS-A Test Year _____ Level I ___ Level II ___					**ASAT Test Year _____ Level I ___ Level II ___**				
Standards Performance Levels	Falls Far Below	Approaches	Meets	Exceeds	**Standards Performance Levels**	Falls Far Below	Approaches	Meets	Exceeds
Reading					Reading				
Listening Speaking					Listening Speaking				
Writing					Writing				
Math					Math				
Comments:									

Consideration for Level I Eligibility
For students enrolled in grades 2-12

Circle "Yes" or "No" for each item in each content area. "No" responses qualify the student for *consideration* for the Level I alternate assessment.

READING: The student knows and is able to do the following (using print or Braille):

Yes	**No**	Demonstrate the one-to-one correlation between a spoken word and a printed word.	Comments:
Yes	**No**	Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., *dog* /d/.../o/.../g/ while student moves a block or tile for each phoneme).	
Yes	**No**	Say letter sounds represented by the single-lettered consonants and vowels.	
Yes	**No**	Sort familiar printed words into basic categories (e.g., colors, shapes, foods).	
Yes	**No**	Derives meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.	

WRITING: The student knows and is able to do the following (using computer, Brailler, or printing word or numeral):

Yes	**No**	Write the 26 letters of the alphabet in both lower and upper case.	Comments:
Yes	**No**	Communicate by drawing, telling, or writing for a purpose.	
Yes	**No**	Use words, labels, or short phrases that clearly go with picture text.	
Yes	**No**	Write own name on personal work.	
Yes	**No**	Use knowledge of letter sound relationship to write simple words with some consonants and a few vowels (e.g., *I lik t d nts.* – I like to draw knights.)	
Yes	**No**	Use capital letters to begin "important" words.	
Yes	**No**	Consistently write left to right and top to bottom.	
Yes	**No**	Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.	

MATHEMATICS: The student knows and is able to do the following (using print or Braille):

Yes	**No**	Identify orally a whole number represented by a model with a word name and symbol *0* through *20* (When presented with three objects, say *3*, and write numeral *3*).	Comments:
Yes	**No**	Match coins to purchase an item using a coin cue card.	
Yes	**No**	Identify penny, nickel, dime, quarter, and dollar by using manipulatives or pictures.	
Yes	**No**	Solve word problems presented orally using addition or subtraction with numbers through *9*.	
Yes	**No**	Solve problems based on simple graphs, charts, and tables.	
Yes	**No**	Sort objects by shape, size, color, and length.	

In considering the most recent test results and the eligibility criteria for Level I (AIMS-A/ASAT), the IEP team determined that this student will take the Level I alternate assessment.

_____Yes _____No

Consideration for Level II Eligibility
For students enrolled in grades 6-12

Circle "Yes" or "No" for each item. "**Yes**" responses qualify the student for **consideration** for the Level II alternate assessment.

     Yes   **No**   Classify common words into conceptual categories (e.g., seasonal vegetables and fruits; types of seasonal clothing such as shorts or coats).

     Yes   **No**   Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.)

     Yes   **No**   Follow a set of written multi-step directions with picture cues to assist (focus on organization strategies e.g., list of homework assignments, check off when done).

     Yes   **No**   Write multiple sentences in an order that supports a main idea or story.

     Yes   **No**   Write expository texts (e.g., labels, lists, observations, journals).

     Yes   **No**   Apply the symbols: +, -, =.

     Yes   **No**   Use concepts and terms of position and size in contextual situations:
- Inside/outside
- Left/right
- Above/below/between
- Smaller/larger
- Longer/shorter

     Yes   **No**   Identify the concepts *some, every,* and *many* within the context of logical reasoning.

Comments:

_____

In considering the most recent test results and the eligibility criteria for Level II (AIMS-A/ASAT), the IEP team determined that this student will take the Level II alternate assessment.

_____Yes _____No

Students should participate in the grade level AIMS Dual Purpose Assessment (AIMS DPA) (grades 3-8), AIMS (grade 10) or TerraNova (grades 2 and 9) if the student exceeds standards on the most recent alternate assessment results for AIMS-A, Level II and ASAT, Level II.

Level I and Level II:
Analytic Scoring Tool

The Analytic Scoring Tool (AST) is the evaluation tool used to determine students' scores on the alternate assessments. Students receive a minimum raw score of 1 for every item on AIMS-A and ASAT (consistent with AIMS scoring, which gives scaled scores for participation). The AST provides consistent criteria against which teachers can rate students' performance. It is designed to measure small increments of progress in a numerical format so that scores will reflect student achievement over time.

Guidelines for using the AST:

1. Use the AST when scoring the following in Level I assessments:
    ♦   Standards Status Report, Form 2. AIMS-A Performance Evaluation (Form 3 is generated from Form 2 data for AIMS DPA; for high school test, Form 3 totals must be entered by the teacher.
    ♦   Parent Interview, Form 4.
    ♦   Activity-Based Performance Assessment, Forms 5 A–D Score Sheets.

2. Use the AST when scoring the following in Level II assessments:
    ♦   Standards Status Report, Form 2.
    ♦   Activity-Based Performance Assessment, Forms 3 A–D Score Sheets.

3. Determine the student's level of achievement using the definitions of the levels on the AST.

    Emergent – Student is <u>beginning</u> to use skill in one context with extensive support. Student cannot perform the skill without assistance.

    Supported – Student <u>occasionally</u> uses skill in one or more contexts with physical/verbal cues. Student <u>occasionally</u> performs skill <u>accurately</u>.

    Functional – Student <u>frequently</u> uses skill in one or more contexts with limited cues. Student <u>frequently</u> performs skill <u>accurately.</u>

    Independent – Student performs skill <u>accurately</u> in several contexts without cues.

4. Assign a score point reflective of the student's current performance.

Standard and other accommodations:

Students may require the daily use of both standard and other accommodations that are related to their specific disabilities to perform skills. Performance objectives may be taught and then assessed with accommodations that meet individual students' needs. These accommodations do not affect students' rating on the AST. Examples of accommodations may include:
   ♦   communication devices and the use of varied instructional modalities (communication board, electronic device, sign language)
   ♦   tactile strategies (Braille, tactile symbols)
   ♦   adapted materials (picture directions, cue cards, picture schedules)
   ♦   specially designed equipment (switches, slant boards, keyguards, assistive listening devices)

Cuing and assistance definitions as used in the AST:

> ### *TIP:*
> ♦ *Some cues may be used in combination with other cues. Scoring should reflect the percentage of time the student requires cuing and assistance.*

1. **Physical assistance** – hand-over-hand or hand-under-hand guidance in performing a task.

    For example: guiding a student's hand to the coin slot on the vending machine and leading the student through dropping each coin into the machine

2. **Verbal assistance** – oral directions to complete a task. (This is the most difficult cue to fade because a student can become prompt dependent.)

    For example: verbally directing a student through each step of a task

3. **Physical cue** – a touch to prompt a student to complete any portion of a task.

    For example: tapping a student's elbow to prompt the student to pick up a picture

4. **Verbal cue** – a word or statement that indirectly signals a student to demonstrate a skill.

    For example: asking a student, "What's next in your schedule?"

5. **Gestural cue** – movement, including hand motions, head nodding, and other nonverbal cues to direct a student to perform a behavior.

    For example: pointing to the schedule board to prompt a student to check the schedule

6. **Model** – teacher demonstration of the appropriate behavior for a student to imitate. A model focuses on the steps within a task and may or may not demonstrate a completed task. A model may be verbal or participatory.

    For example: demonstrating the operation of the microwave prior to asking a student to operate it

7. **Natural cue** – an ordinary cue that "naturally" exists in the environment.

    For example: a student is cued to line up when other students form a line

> ### *TIP:*
> ♦ *A student receives higher scores for performing independently. Provide prompts as needed, but don't provide excessive prompts or a student's scores will be lower.*

ANALYTIC SCORING TOOL (AST)

Score	Level	Definitions
	EMERGENT	**Student is beginning to use skill in one context with extensive support. Student cannot perform skill without assistance.**
1	Full assistance	Student depends on others; full physical assistance throughout performance of skill.
2	Physical/verbal assistance Student initiates **less than 50%** of the steps in the task.	Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.
3	Physical/verbal assistance Student initiates **more than 50%** of the steps in the task.	Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.
	SUPPORTED	**Student occasionally uses skill in one or more contexts with physical/verbal cues. Student occasionally performs skill accurately.**
4	Physical/verbal cues With cues, student demonstrates skill **1–25%** of the time.	Student needs physical/verbal signal to demonstrate skill. *Aside from the obvious physical/verbal cues, these cues can also include auditory cues, an object, tactual cues, visual cues, or use of sign language.*
5	Physical/verbal cues With cues, student demonstrates skill **26–50%** of the time.	Student needs physical/verbal signal to demonstrate skill. *Aside from the obvious physical/verbal cues, these cues can also include auditory cues, an object, tactual cues, visual cues, or use of sign language.*
6	Physical/verbal cues With cues, student demonstrates skill **51–90%** of the time.	Student needs physical/verbal signal to demonstrate skill. *Aside from the obvious physical/verbal cues, these cues can also include auditory cues, an object, tactual cues, visual cues, or use of sign language.*
	FUNCTIONAL	**Student frequently uses skill in one or more contexts with limited cues. Student frequently performs skill accurately.**
7	Physical/verbal cues With cues, student demonstrates skill **91–100%** of the time.	Student needs physical/verbal signal to demonstrate skill. *Aside from the obvious physical/verbal cues, these cues can also include auditory cues, objects, tactual cues, visual cues, or sign language (not all teacher-directed cues, but from others in environment, such as peers).*
8	Natural cues Student demonstrates skill **1–25%** of the time.	Student demonstrates skill in response to natural cues. These are cues that naturally occur within an environment (e.g., light on in "open" grocery line).
9	Natural cues Student demonstrates skill **26–50%** of the time.	Student demonstrates skill in response to natural cues. These are cues that naturally occur within an environment (e.g., light on in "open" grocery line).
10	Natural cues Student demonstrates skill **51–90%** of the time.	Student demonstrates skill in response to natural cues. These are cues that naturally occur within an environment (e.g., light on in "open" grocery line).
	INDEPENDENT	**Student performs skill accurately in several contexts with natural cues.**
11	Natural cues Student demonstrates skill **91–100%** of the time.	Student demonstrates skill in response to natural cues. These are cues that naturally occur within an environment (e.g., light on in "open" grocery line).

Level I or Level II:
Standards Status Report

Note: *This Form 2 description and instructions are the same for Level I and Level II assessments even though the forms and information contained in them vary for each level. Ensure that you are using the correct form for the level appropriate for the student.*

The online application that teachers use to input AIMS-A data will not open until the first Wednesday in January. Teachers should use paper copies of Form 2 to update information during the period from when school starts until the online application is available. It will not be necessary to total the page numbers because when data is input online, page totals will automatically generate. However, it is suggested that teachers maintain their paper copies for their records. Although teachers may be able to print copies of completed Form 2, they will not look the same because the format of the printed report depends upon the browser used.

The Standards Status Report, Form 2, is a progressive assessment that provides profiles of students' achievement throughout their school experience. In addition, it can help provide consistent programs for students eligible for alternate assessments. Instructional activities that are linked to the standards and that include functional activities should be carried out in a variety of settings, including with nondisabled peers. Student data from all providers should be included in the Standards Status Report. To coordinate gathering data, the teacher who is primarily responsible for implementing the IEP should be designated to gather data from other providers.

Uses of Form 2

The Standards Status Report, Form 2, may be used for four different purposes, especially with students working on Level I standards. First, it is used to compile information for AIMS-A. Second, it is the basis of the alternate statewide achievement test, given instead of the TerraNova. Third, it may serve as the alternate for the established District Assessment Plan (DAP). Fourth, it provides information that can lead to the development of the IEP, such as the present levels of academic achievement and functional performance and related goals. For Level II, additional grade level standards may need to be considered. The four uses are described in detail below.

1 Using Form 2 for AIMS-A

The Standard Status Report, Form 2, is the first stage in collecting data for the AIMS-A. Some of the information on this form is automatically transferred to Form 3 for the Level I AIMS-A DPA. For the high school AIMS-A, Form 2 is not required. For Level II, Form 2 is the only requirement for the evaluation of the status of the standards.

Guidelines for AIMS-A administration:

1. In school year 2005–2006, assess a student in grades 3–8 **and** 10.

> ## *TIP:*
> ♦ *A student eligible to participate in AIMS-A will need to participate in all of the Level I assessment or all of the Level II assessment. A student must be eligible in reading, writing, and mathematics to qualify.*

2. Before you can enter student data through the ADE common logon, you must have a user name and password issued for the alternate assessment program. (Administrators must submit a list of teachers submitting alternate assessment data.) If you are a teacher who has not been issued a user name and password, see your school administrator or special education director. See page 34 for more information on electronic data submission.

3. Before you enter information for a student, you will need the information from the Demographic Information Form (DIF) found on page 44. Some of the information for this form has changed, so ensure that you are using the version in this manual. Fill out this form for each student before you enter data so that the requested information will be available as you input data.

4. When you enter the system, you will set up your list of students by entering names one at a time. After filling in information on students, verifying and entering additional information, and identifying test eligibility, you may enter scores for individual students. See page 34 for more details on electronic data submission.

5. For an eligible student, use the Analytic Scoring Tool to assign score points of from **1** to **11** for each performance objective on Level I or Level II.

6. Enter the scores established on the assessment level determined appropriate for the student using the ADE data entry system through the common logon beginning the first Wednesday in January.

7. When assessing items for Level I, evaluate **all items** in the Functional and Kindergarten levels to obtain the present levels of academic achievement and functional performance. When assessing items for Level II, evaluate the items selected for evaluation. These 1st–3rd grade standards do not comprise a comprehensive list of grade level standards.

8. Use the comments section to record information about the accommodations needed by the student, teacher observations, and any other information you determine is important.

2 *Using Form 2 for the Alternate State Achievement Test*

The Alternate State Achievement Test (ASAT) is the alternate assessment for the TerraNova achievement test. The Standards Status Report, Form 2, for Level I or Level II, is the foundation of the ASAT. It provides scores for this alternate assessment.

Guidelines for ASAT administration:

1. In school year 2005–2006, assess a student in grades 2 and 9 (when ASAT is the only performance test given).

2. Before you can enter student data through the ADE common logon, you must have a user name and password issued for the alternate assessment program. (Administrators must submit a list of teachers submitting alternate assessment data.) If you are a teacher who has not been issued a user name and password, see your school administrator or special education director. See page 34 for more information on electronic data submission.

3. Before you enter information for a student, you will need the information from the Demographic Information Form (DIF) found on page 45. Some of the information for this form has changed, so ensure that you are using the version in this manual. Fill out this form before you enter data so that the requested information will be available.

4. When you enter the system, you will set up your list of students by entering names one at a time. After filling in information on students, verifying and entering additional information, and identifying test eligibility, you may enter scores for individual students. See page 34 for more details on electronic data submission.

5. For an eligible student, use the Analytic Scoring Tool to assign score points of from **1** to **11** for each performance objective on Level I or Level II.

6. Enter the scores established on the assessment level determined appropriate for the student using the ADE data entry system through the common logon beginning the first Wednesday in January.

7. When assessing items on Level I, evaluate **all items** in the Functional and Kindergarten levels to obtain current levels of performance. When assessing items for Level II, evaluate the items selected for evaluation. These 1st–3rd grade standards are not a comprehensive list of grade level standards.

8. Use the comments section to record information about the accommodations needed by the student, teacher observations, and any other information you determine is important.

TIPS:

♦ *Form 2 can be updated online from the first Wednesday in January until March 31. However, if you maintain a paper copy for your records, you can update it throughout the year.*

♦ *Update Form 2 before the submission deadlines to ensure that the student receives the highest number of points possible. (See Alternate Assessment Timelines on page 45.)*

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3 *Using Form 2 for Alternate Assessment for the DAP*

PEAs may choose to use the Standards Status Report, Form 2, of either level, as a means of alternate assessment for eligible students for their District Assessment Plan (DAP).

4 *Using Form 2 for IEP Development*

The Standards Status Report for Level I is an ongoing profile of students' performance on the Functional and Kindergarten state standards. It gives information about the content areas of reading, writing, listening and speaking, and mathematics. Additional Functional standards have been developed in the areas of comprehensive health, physical activity, and workplace skills. Together they form the curricular framework for students instructed at the functional level. For level II, additional grade level standards may need to be considered in developing the IEP.

TIP:
♦ *All Functional standards are available on the Arizona Department of Education Web site (*__www.ade.az.gov/standards__ *).*

The Standards Status Report for Level II gives information about selected standards at the 1st–3rd grades in reading, writing, and mathematics.

Guidelines for IEP development:

1. Update the Standards Status Report, Form 2, prior to the student's IEP meeting. Review all performance objectives and re-score those that have changed.

2. Use the information from the updated Standards Status Report to establish components of the student's IEP (present levels of academic achievement and functional performance, goals, and objectives).

TIP:
♦ *IEP goals should be based on the Arizona Academic Standards and identify the content area(s) and the level of the standards.*

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3. Use the Standards Status Report, Form 2, to improve instruction by linking IEP goals and objectives, the Arizona Academic Standards, and classroom data collection and assessment.

TIP:
♦ *Standards Status Report data can be used when the multidisciplinary evaluation team (MET) reviews existing data as part of the evaluation/reevaluation process.*

<div style="text-align: center;">

Level I:
AIMS-A Performance Evaluation

</div>

Form 3:

Note: *The AIMS-A Performance Evaluation is only used for Level I assessments.*

Part of the Level II assessment is also labeled Form 3. However, it is the Activity-Based Performance Assessment. The description and instructions for this assessment are on pages 29–31.

The AIMS-A Performance Evaluation, Form 3, is one of three components of the scoring profile for Level I. For the DPA assessment (given in grades 3–8), Form 3 will automatically be generated from selected performance objectives, which were evaluated on Form 2 (shown in bold on the Standards Status Report). For the high school assessment, teachers will need to input Form 3 totals because Form 2 is not a component of the high school test.

Guidelines for using the AIMS-A Performance Evaluation:

1. In school year 2005–2006, assess a student eligible for Level I assessments in grades 3–8 **and** 10.

TIPS:

♦ *If a student meets the Arizona Academic Standards on AIMS-A and is no longer primarily instructed on the Functional and Kindergarten level standards, then the student should participate in either AIMS-A, Level II, or the general AIMS assessment.*

♦ *The IEP team should determine the level of achievement necessary for graduation.*

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2. When assessing a student on the Level I AIMS-A DPA (AIMS-A/ASAT), which is given in grades 3–8, you do not have to transfer scores from Form 2 to Form 3. The alternate assessment program available through the ADE common logon automatically generates Form 3 totals using data from Form 2. When assessing a student on the high school AIMS-A, Level I (at grade 10), Form 2 is not required; therefore, you will need to input data for Form 3 directly.

TIP:

♦ *As you update Form 2 throughout the year using the ADE common logon, Form 3 will be updated automatically.*

| Form 4: | ***Level I:***
Parent Interview |

Note: *The parent interview is a component of Level I AIMS-A assessment only. Level II does not include a parent interview.*

The Parent Interview, Form 4, is the second of three components of the scoring profile for Level I, AIMS-A. It contains information from parents, other family members, or caregivers about selected performance objectives.

Guidelines for administering the Parent Interview:

1. In school year 2005–2006, assess a student eligible for Level I assessments in grades 3–8 **and** 10.

TIPS:

♦ *If a student meets the Arizona Academic Standards on AIMS-A and is no longer primarily instructed on the Functional and Kindergarten level standards, then the student should participate in either AIMS-A, Level II, or the general AIMS assessment.*

♦ *The IEP team should determine the level of achievement necessary for graduation.*

TIP:

♦ *For alternate assessment purposes,* **parent** *is defined as "the natural parent, a relative with whom the student lives, or a guardian or primary caregiver" (e.g., a foster parent or group home worker knowledgeable about the student).*

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2. Communicate with parents about the parent interview as an aspect of alternate assessment before the time for assessment—at an IEP meeting or parent-teacher conference, through a communication notebook, or by other means. Inform parents that their participation is a vital part of the alternate assessment process. Document in writing your contacts with parents about the parent interview as an aspect of the alternate assessment.

3. Parents may be unable to participate for a variety of reasons. *The decision to participate is always made by the parent.* If a parent chooses not to participate in this aspect of the assessment, notate the parent's reason(s) for nonparticipation in your written records.

4. Administer the Parent Interview, Form 4, with a **face-to-face** or **phone interview.** The interview is not designed, nor intended, as a tool to send home for a parent to fill out.

5. Teachers, social workers, counselors, or other professionals involved in the education of the student should conduct the interview.

6. If a parent's native language is other than English, provide an interpreter for the interview in the same manner that you would at an IEP meeting.

7. Record the parent's observations of the child's performance on the objectives.

8. Record a numerical score for each performance level.
   ♦ **Emergent** – Beginning to use the skill with extensive support – score **3**
   ♦ **Supported** – Occasionally performs the skill with cues – score **6**
   ♦ **Functional** – Frequently performs the skill accurately – score **10**
   ♦ **Independent** – Consistently performs the skill accurately – score **11**

9. Enter scores through the common logon when the data entry system is available the first Wednesday in January.

10. Complete the parent interview prior to the submission deadlines. (See the Alternate Assessment Timelines on page 45.)

Form 5:	*Level I:*

Activity-Based Performance Assessment

or

Form 3:	*Level II:*

Activity-Based Performance Assessment

The Activity-Based Performance Assessment, Form 5, is the third of three components of the scoring profile for AIMS-A, Level I. For Level II, the Activity-Based Performance Assessment is reported on Form 3. This form for Level I contains reading, writing, listening and speaking, and mathematics skills that are infused into functional activities. For Level II listening and speaking skills are not assessed. Both levels of the assessment use an analysis of tasks involved in students' performance of activities in four domains:

- ♦ School/Vocational
- ♦ Domestic Living
- ♦ Recreation/Leisure
- ♦ Community

The reason for including performance-based activities in AIMS-A is to enable teachers to assess how students apply skills they are developing in everyday activities. It is intended that these activities occur throughout each school year because they represent lifelong skills to target. Mastering these skills should lead to greater independence for students. See Appendix C for additional information regarding activity-based performance assessment and activities.

A critical concept behind the Activity-Based Performance Assessment is that students will have opportunities to **learn** and **practice the skills** involved in the activities **before achievement is assessed.** The Data Sheet is the method used to record these practice sessions.

Data Sheet

The Data Sheet is a tool used to record data collected when the activities in the four domains are being taught and evaluated. This component is a prerequisite to completion of the Score Summary Sheet, Form 5, which is done prior to the submission deadline for AIMS-A data. Each data sheet has multiple columns that provide for regularly scheduled data collection throughout the school year and prior to the spring testing window. The Data Sheets can be reproduced for ongoing data collection.

Guidelines for using the Data Sheet:

1. Review the activities that are part of the activity-based assessment and the accommodations a student is using or would need to use to participate in the activity.

2. Familiarize yourself with the format of the Data Sheet. The steps of the task begin at the bottom of the Data Sheet. This allows teachers to construct a graph of student progress over time, if it is desired.

3. Review the definitions that are used on the Data Sheet to determine the level of each essential skill (see the key on the next page).

4. Use the key and the definitions given below to determine the skill level a student demonstrates on each step.

Key	Definitions
E = Emergent	Student is beginning to use skill in one context with extensive support. Student cannot perform the skill without assistance. *Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.*
S = Supported	Student occasionally uses the skill in one or more contexts with physical/verbal cues. Student occasionally performs the skill accurately. *Student demonstrates the skill from 1–90% of the time with physical/verbal cues.*
F = Functional	Student frequently uses the skill in one or more contexts with limited cues. Student frequently performs the skill accurately. *Student demonstrates the skill from 91–100% of the time with physical/verbal cues or from 1–90% of the time with natural cues.*
I = Independent	Student performs the skill accurately in several contexts with natural cues. *Student demonstrates the skill from 91–100% of the time with natural cues.*

5. Conduct a baseline assessment of the student's performance on each step of the activity and record the student's score (**E, S, F,** or **I**) on each step on the Data Sheet.

6. Provide instruction to the student and modify your instruction as needed to improve the student's performance. Make regularly scheduled observations of the student's performance.

7. Collect data at appropriate intervals and record the levels at which the student demonstrates each skill on the Data Sheet. (The example below is for Level I.)

Dates	2/2	2/9	2/16	2/22	3/4	3/8
11. Maintains ongoing record of appointments or assignments on calendar.	E	E	E	E	E	E
10. Answers questions related to sequence of events.	E	E	E	E	E	E
9. Completes a daily schedule that incorporates more than one activity.	E	E	E	E	S	S
8. Initiates transition to next activity.	E	E	E	S	S	S
7. Completes activity within time frame.	E	E	E	E	E	S
6. Initiates activity within allocated time.	E	E	E	S	S	F
5. Goes to assigned activity.	E	E	E	S	S	F
4. Gathers materials, if applicable.	E	E	E	E	S	F
3. Goes to activity or points to next activity.	E	S	S	S	F	F
2. Identifies first/next activity by matching.	E	S	S	S	F	F
1. Locates schedule.	S	S	S	S	F	I

Start here

Score Sheet

The Score Sheet is a point-in-time reflection of student performance **after instruction has occurred.** Score Sheets should be completed prior to submission deadlines. Choose days that reflects students' best performance (i.e., consider external factors that may negatively affect students' performance). Not all tasks from the Data Sheet will be assigned a number value on the Score Sheet.

Guidelines for the Score Sheet:

1. Use the Score Sheet in AIMS assessment years. In school year 2005–2006, assess a student in grades 3–8 **and** 10.

> ## *TIPS:*
> ♦ *If a student meets the Arizona Academic Standards on AIMS-A and is no longer primarily instructed on the Functional and Kindergarten level standards, the student should participate in either AIMS-A, Level II, or the general AIMS assessment.*
>
> ♦ *The IEP team should determine the level of achievement necessary for graduation.*

2. Prior to submitting AIMS-A data, convert selected items to number scores using the Analytic Scoring Tool (AST) and record the score on the Score Sheet.

3. Enter scores on the data entry system (when it is available beginning the first Wednesday in January).

> ## *TIP:*
> ♦ *For Level I, not all steps in the task will be scored numerically on the Score Sheet, but all are critical for task completion.*

Portfolio Recommendations

IEP teams are encouraged to maintain student portfolios to facilitate the continuity of services to students. It is recommended that the portfolios accompany the Standards Status Report and follow the student from grade to grade and from school to school, especially for Level I. For Level II, the teacher may want to identify specific examples of pertinent student work. Evidence of student achievement on selected skills may be demonstrated and collected using a variety of formats. Portfolio collections may include samples such as these below.

Work products and samples of student performance:

♦ list of survival words, logos, and environmental signs the student knows (R-FS3 PO1)

♦ sample of student's materials for matching picture to word (R-FS5 PO6)

♦ list of words student reads (R-FS5 PO7)

♦ printed sample of first and last name from models (W-FS3 PO1)

♦ printed sample of address and phone number from models (W-FS3 PO4)

♦ printed sample of first and last name without models (W-FS3 PO5)

♦ printed sample of simple words and sentences without models (W-FS3 PO6)

♦ anecdotal records of events regarding specific topics, such as retelling stories, experiences, or movies or writing in a journal with words, pictures, or drawings (W-FS4 PO2)

♦ chart student created to communicate information or data (2M-FS2 PO3)

♦ current daily activity schedule student uses, or for a student who is blind, a photograph of the current tangible object daily activity schedule (2M-FS2 PO1)

♦ shopping list (W-FS4 PO1)

♦ calendar of appointments or assignments with due dates (2M-FS2 PO2)

♦ sample of personal budget (2M-FS3 PO5)

♦ videotape of student participation during ongoing social interaction, such as on the playground or in the break room at work (LS-FS 7 PO1)

♦ videotape of student using coins or bills to purchase items in a natural setting, such as a school store, lunchroom, restaurant, store in the community, or vending machine (1M-FS4)

♦ completed data collection forms

♦ summaries of data

♦ graphs of performance

♦ audiotapes of student performance

While the creation of a portfolio or the maintenance of student work products is important for instructional decisions and communication with parents, it is optional for Arizona's alternate assessment.

Level I or Level II:
AIMS-A Student Report

The AIMS-A Student Report is the formal report to parents and the permanent record of students' participation in AIMS-A. Blank printed copies are not available. The forms can be obtained by downloading and printing them from the ADE common logon. Before the reports can be printed, teachers must submit all student data **and** administrators must verify all information. The AIMS-A Student Report will present either Level I or Level II scores.

Guidelines for distributing and maintaining the Student Report Form:

1. **Teachers:** After the data entry system is available beginning the first Wednesday in January, submit student data for all appropriate forms. To ensure that all data is input, scroll through the information and check that all columns show *Complete*. Level I Form 3 totals will be generated by the computer for AIMS-A DPA (grades 3–8) and do not require data entry. The Level I high school AIMS-A (grade 10) requires entry of Form 3 totals directly.

> ## *TIP:*
> ♦ *Data should be submitted for the following forms for AIMS-A:*
>
> | | | Standards Status Report | Performance Evaluation | Parent Interview | Activity-Based Performance Assessment |
> |---|---|---|---|---|---|
> | **Level I:** | DPA | Form 2 ⟶ | (Form 3) | Form 4 | Form 5 A–D |
> | | HS | | Form 3 | Form 4 | Form 5 A–D |
> | **Level II:** | | Form 2 | | | Form 3 A–D |

2. **Administrators:** Verify student data to ensure that all information submitted by teachers has been input and appears correct. Download the AIMS-A Student Report for Level I or Level II, from the ADE common logon. Although data can no longer be submitted after April 30, Student Reports can be printed through the first Friday in June.

3. Print a copy for the parent (and one for the special education master file). Send the formal report to the parent with the cover letter (also available online) describing the purpose of AIMS-A and explaining the scores. If the AIMS-A Student Report is needed in a language other than English or Spanish, notify the Arizona Department of Education, Exceptional Student Services.

4. Maintain the second copy of the AIMS-A Student Report in the student's special education master file as documentation of the student's participation in AIMS-A.

> ## *TIP:*
> ♦ *It is appropriate for a PEA to use IDEA entitlement funds for expenses such as copying associated with the administration of the alternate assessments.*
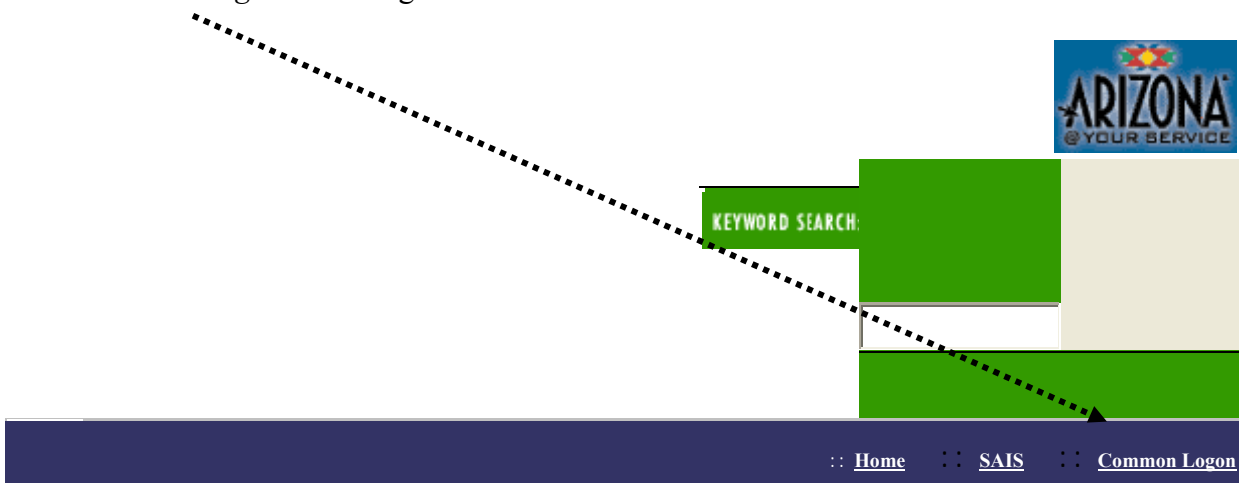
Level I or Level II:
ASAT Student Report

The ASAT Student Report is the formal report to parents and the permanent record of students' participation in the statewide Alternate State Achievement Test (ASAT). Blank printed copies are not available. The forms can be obtained by downloading and printing them from the ADE common logon. Before the reports can be printed, teachers must submit all student data **and** administrators must verify all submitted information. The ASAT Student Report will present either Level I or Level II performance scores.

Guidelines for distributing and maintaining the Student Report Form:

1. **Teachers:** After the data entry system is available beginning the first Wednesday in January, submit student data for all appropriate forms. To ensure that the data is input, scroll through the information and check that all data shows *Complete*.

TIP:

♦ *Data should be submitted for the following form for ASAT:*

	Standards Status Report
Level I	Form 2
Level II	Form 2

---

2. Download the ASAT Student Report for Level I or Level II, from the ADE common logon.

3. Print a copy for the parent (and one for the special education master file). Send the formal report to the parent with the cover letter (also available online) describing the purpose of ASAT and explaining the scores. If the Student Report Form is needed in a language other than English or Spanish, notify the Arizona Department of Education, Exceptional Student Services.

4. Maintain the second copy of the ASAT Student Report in the student's special education master file as documentation of the student's participation in ASAT.

TIP:

♦ *It is appropriate for a PEA to use IDEA entitlement funds for expenses such as copying associated with the administration of the alternate assessments.*

Electronic Submission of
Alternate Assessment Data

All student data will be entered, collected, and reported using a Web-based application through the ADE common logon. To use the system, teachers must have passwords, which are issued through the ADE Support Center after requests are made by the special education director or other school administrator. Administrators can monitor teachers' progress during the year.

The best place to get information and training on the data submission process is through the Outreach trainings held throughout the state for administrators and teachers. After the initial training, participants should be able to train others in their districts. This manual contains a brief review of the training for the data submission process.

Guidelines for submitting alternate assessment data:

1. **Administrators:** If you have not submitted AIMS-A data before, you must first download the Excel file (available on the ADE AIMS-A training CD) and save it on your hard drive so that you can enter or edit information and submit your list to ADE of teachers who will be submitting information. (Teachers will be notified of their passwords by e-mail.)

2. If you have already submitted a list of teachers who administer alternate assessments, you must edit the submitted file. For teachers who no longer need access, type *delete* in the comments column beside the name of the teacher. To add another teacher's name, enter the teacher's personal information and in the comments column, type *add.* The administrator page may also need changes. Remember to make needed changes to e-mail addresses, school sites, and other required information.

3. **Teachers:** Obtain a password after your special education administrator has submitted your name for access to the alternate assessments application.

4. For questions related to the common logon account, contact the ADE Support Center at (602) 542-7378 in Phoenix or (866) 577-9636 outside Phoenix or through e-mail at enterprise@ade.az.gov.

5. After obtaining a password, go to the ADE Web site: http://www.ade.az.gov. Click on the *Common Logon* on the right side of the screen.

KEYWORD SEARCH

ARIZONA
@YOUR SERVICE

:: **Home**   :: **SAIS**   :: **Common Logon**

6. On the *Common Logon* page, type in your *Username* and *Password.* Click on *Continue.*

ARIZONA DEPARTMENT of **EDUCATION**　　　　　　　　　　　　　　**COMMON LOGON**

The gateway to secure data transactions and information

Username: [   ]
Password: [   ]　[Continue >]

- **We have recently changed our practices regarding passwords and user accounts. Click here for more information.**
- If you have lost your password Click here.
- To launch an application the user must have a valid username and password and must agree that, by using that username and password, they will abide by the ADE Acceptable Use Policy.
- Any questions related to Common Logon account, please contact the ADE Support Center at (602) 542-7378 if you are in the Phoenix area. Outside the Phoenix area (866) 577-9636 or E-mail enterprise@ade.az.gov. Or Click here for more information.
- Check the MIS Bulletin Board for the latest news and information.

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7. If you are a first time user, an acceptable use policy will appear that you must agree to before you can proceed. Additionally, your password must be changed and verified. The program will ask you to select a password retrieval question from the list of questions. Select one, click on your choice, type in an answer, and click on *Continue.*

YOUR PASSWORD MUST BE CHANGED

- You have logged in using a default password.
- You must select a new password before proceeding.
- Passwords must be at least **7 (seven) characters** and are case sensitive.
- System won't allow the new password to be **Password** or to be the same as the **Old Password** or to begin with the **User name**.
- Type your new password twice and press the 'Continue' button.

New Password: [   ]
Confirm Password: [   ]

- **A Password Retrieval Question** is a question we will ask you if you forget your password. Please select a question and provide the answer.

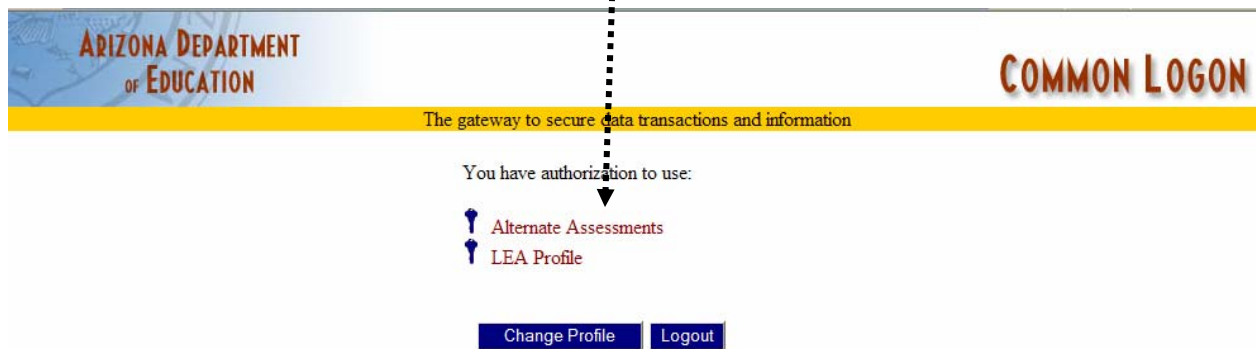　　　○ What is your pet's name?
　　　○ What is your favorite color?
　　　○ What is your mother's maiden name?
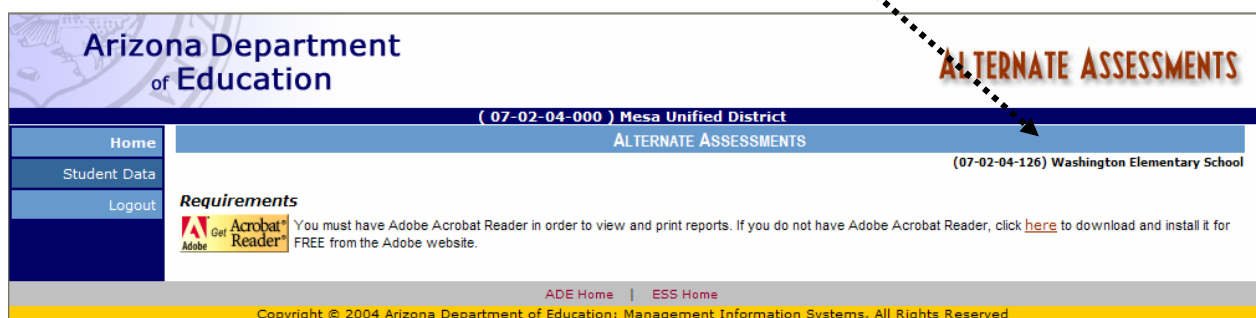　　　○ Where is your place of birth?
　　　○ What is your favorite sports team?

Answer: [   ]　[Continue >>]

8. When you have logged in, the screen below will appear. It will tell you which programs you have access to. Click on *Alternate Assessments.*


9. The user name and password are linked to the particular school where you work or if you are an administrator, to the entire PEA. See the example below.


10. **Teachers:** If there is an error with the school name, check with your special education director or designee.
Administrators: Check to see that the school name you submitted for the teacher is correct. If it is not, see Problems You May Encounter (Error Messages) on page 43.

11. From the panel on the left of the application, click on *Student Data.*
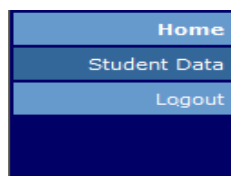
12. Selecting *Student Data* will open up the *Student List* page. Your first time through it will show *No Records Found.*
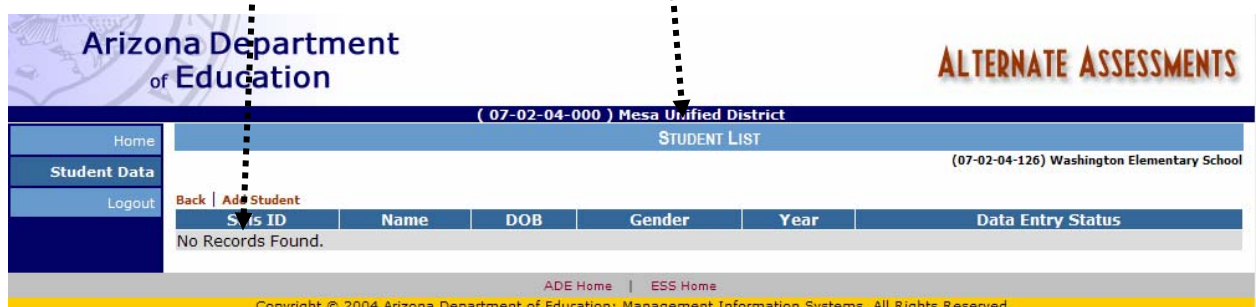
13. Make sure you have filled out the DIF form for each student so that information will be available when you are entering data on the student. This form has changed this year, so ensure that you are using the current form.

14. To enter the names of students taking the alternate assessment, click on *Add Student.*

15. Then you will see a new screen for entering new student data, *Add Student*. Type in the student's *SAIS ID* number and *DOB* (date of birth).

16. Click on the checkmark to select *Male* or *Female*. Then click on *Retrieve.* The system will then check to see that what you entered for the student is correct. Check the student information carefully. If it is correct, click *Yes.*

17. If the information is not correct, click *No.* You will receive an error message. You must check the SAIS number, date of birth, and gender. Contact your special education administrator if everything is correct and you still get an error message. If your SAIS system had the error, your district must do a SAIS system upload to ADE before you can continue data entry for this student. See Problems You May Encounter (Error Messages) on page 42.

18. When the information submitted is correct, the following *Student* screen will appear.

19. Some student data will automatically be filled in (from SAIS information). You must complete the *Student Attendance, Teacher,* and *Programs* sections.

20. *School Attendance:* For the question, *Did student enter at beginning of year?* answer *Yes* if the student began the school year (within the first ten days of the start of school) at the current school.

21. For *Years at School,* indicate the number of consecutive years a student has been attending the school, counting the current school year. (For example, for a student not enrolled at the school the last academic year, but now enrolled, enter *1 Year.* For a student who first enrolled after the first ten days in the school, enter *Less Than 1 Year.)*

22. For *Years at District,* indicate the number of consecutive years that a student has attended the district, counting the current school year. Use the same examples as above for district attendance. If a student attended preschool at the district, include those years.

23. *Programs:* Check any other special program membership that the student has previously been identified for. *Special Education* has been automatically selected. For more information on these program memberships, see the chart on the next page.

24. If you incorrectly check any program area, click in the box again to remove the check.

25. If you choose *English Learner Program,* you must answer additional questions about the *Level of English Proficiency,* the number of years classified, and the type of program the student is enrolled in.

Special Program Membership

504 Accommodation	Braille	English Learner Program
Students previously identified in accordance with Section 504 of the Rehabilitation Act of 1973 with active 504 accommodation plans, which include the allowable educational accommodations.		Students previously identified who have sufficient English to succeed in English-only classrooms. They are developing proficiency in English.
Gifted Education	**Home School**	**Large Print**
Students previously identified in accordance with district procedures as eligible for services offered to gifted and talented students. They may or may not be receiving these services.	Students who are tested at your school, but who are home schooled.	
Migrant Education	**Special Education**	**Title I**
Students between 3 and 21 years of age who have moved within the last 36 months to obtain agricultural employment.	**automatically selected:** Students previously identified in accordance with federal, state, and local guidelines and procedures. Such students have IEPs and are currently receiving services as stated in their IEPs.	Students eligible to receive Title I services who are currently receiving such services at a selected Title I school.
Vocational Education		
(Career and Technology Education) Students who have been or are currently enrolled in two or more career preparation classes, such as agricultural sciences, health occupations, business, hospitality, marketing, foods, child care, or trade and technology sciences.		

26. After you have completed entering the information, scroll to the bottom of the page and click on one of the three choices.

   [Submit]   [Save]   [Cancel]

   Submit: Saves the information and returns to the *Student List* for more student names.
   Save: Saves the information and stays on the same page.
   Cancel: Invalidates and removes the entered information and returns to the *Student List.*

27. At this point, you can: (1) identify the test eligibility and enter scores for the student [start with step 28], (2) enter a new student [start with step 35], or (3) close the program and come back later [step 38].

28. Identify the test eligibility and enter scores: Click on *Student Data* on the left hand panel.

Home
Student Data
Logout
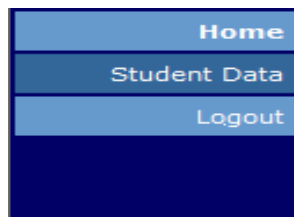
29. The *Student List* page will appear. Click on the *SAIS ID* number for the student.

Student Data

Sais ID	School Year	Name	DOB	Gender	Grade(s)
575019	2005	SIMI P TEAGUE	08/02/86	F	8

Primary Disability	Classroom Type	Ethnicity
SLD - Specific Learning Disability	Resource	White (Not Hispanic) (W)

30. To enter scores, you must first select *Test Eligibility* before you can select *Forms.* Select the test the student is eligible for and click on *Submit. The Student List* will return.

Back | Test Eligibility | Forms

31. Next click on *Forms.* You will see the *Form List* page. On the right hand side, a *Status* column is shown. When you initially enter data, the *Status* will show as *Incomplete.*

Arizona Department of Education

ALTERNATE ASSESSMENTS

(07-02-04-000) Mesa United District

FORM LIST

(07-02-04-126) Washington Elementary School

Home
Student Data
Logout

Back

Student Data

Sais ID	School Year	Name	DOB	Gender	Grade(s)
575019	2005	SIMI P TEAGUE	08/02/86	F	8

Form	Description	Status
Form 2	Math - Number Sense	Incomplete
Form 2	Math - Data Analysis and Probability	Incomplete
Form 2	Math - Patterns, Algebra, and Functions	Incomplete
Form 2	Math - Geometry	Incomplete
Form 2	Math - Measurement and Discrete Mathematics	Incomplete
Form 2	Math - Structure and Logic	Incomplete
Form 2	Writing - Writing	Incomplete
Form 2	Writing - 1 Writing	Incomplete
Form 2	Writing - 2 Writing	Incomplete
Form 2	Writing - 3 Writing	Incomplete
Form 2	Reading - Reading	Incomplete
Form 2	Reading - 2 Reading	Incomplete
Form 2	Reading - 3 Reading	Incomplete
Form 4	Parent Interview	Incomplete
Form 5 A	School/Vocational Activity Score Sheet	Incomplete
Form 5 B	Recreation/Leisure Activity Score Sheet	Incomplete
Form 5 C	Community Activity Score Sheet	Incomplete
Form 5 D	Domestic Living Activity Score Sheet	Incomplete

32. To add scores, click on the form *Description* you want to access. (For example, for Form 4, click on *Parent Interview.)* When you complete <u>all</u> the scores for the form, the *Status* will show as *Complete* on the *Form List.*

33. Enter *Scores* and *Comments,* as appropriate. To enter a score, click on the checkmark and select the correct score from the pull down menu (or use the TAB key on the keyboard along with the number you want to enter).

TIPS:

♦ *Comments are optional, but they may be helpful in relaying information to the next teacher who works with the student. The comments section is limited to 512 characters for each section.*

♦ *When editing scores, note where you stopped when you exit the program. This will ensure current year performance evaluation scores are accurate. When exiting the program, hit save or submit so data changes are saved.*

---

34. Use the *Submit, Save,* or *Cancel* button at the end of the page to complete the process for the information you have entered.

> ## *TIP:*
> ♦ *Because of the late start this year, you may want to enter all new students first and then select* **Eligibility** *and enter* **Scores.**

35. **Enter a new student:** When you are ready to enter a new student, click on *Student Data* on the left hand panel.
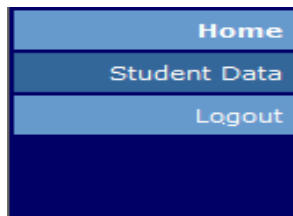
36. The *Student List* page will reappear. Click on *Add Student.*

Sais ID	Name	DOB	Gender	Year	Data Entry Status
575019	TEAGUE, SIMI	08/02/86	F	2005	N/A

37. Enter the *SAIS ID, DOB,* and *Gender* as you did for the previous student. (See step 14 and following steps.)

38. **Close the program and come back later:** Click on *Logout.*

Problems You May Encounter (Error Messages*)*

In using the ADE data entry system, you may encounter errors—either in what is shown on the screen (and generated by SAIS information or teacher input) or in what is reported as an error message. Error messages are generated when the data submitted is inconsistent with SAIS data that has been submitted elsewhere. For example, if the date of birth you submit through the ADE common logon application does not match SAIS data for the student's date of birth, you will be given an error message on screen.

If information that appears on the screen is incorrect, data must be corrected before information can be submitted. The two types of data retrieval errors that generate messages must also be corrected. On the next page the kinds of data discrepancies and error messages you may encounter are discussed.

Screen errors (information appearing on screen is incorrect):

If the school is not the correct school for the teacher:

♦ **Teacher:** Check with your special education administrator or designee or other administrator to see if the information submitted for your school was correct.

♦ **Administrator:** Determine if the school name submitted for the teacher (in the Excel file containing the names of teachers submitting alternate assessment information for the district) was correct.

♦ **Administrator:** If the school name was incorrectly reported, submit a new Excel file with corrections only. **TIP:** Paste in these changes to the original Excel files for district use only but do not submit full document to ADE Support Center.

♦ **Administrator:** In the Excel file, show the correct school the teacher is assigned to; in the comments section, indicate to delete the incorrect site and add the correct one.

If data for a required field on the *Student* page has been left blank:

♦ **Teacher:** On the *Student* page when you click on the *Submit* button and a field has been left blank, the computer will show a letter code indicating where information has been omitted. Fill in (or correct) the required information. (This information is the data collected and recorded on the Demographic Information Form.)

Data retrieval errors (computer-generated error messages):

No special education data exists:

♦ **Teacher:** When you are entering student demographic information and you get this message, the SAIS system does not recognize the student as a student in your PEA. Check the SAIS number, date of birth, and gender. Make required changes.

♦ **Teacher:** If you still get the same error message after making corrections, contact the administrator.

♦ **Administrator:** If the information is correct, check this data against SAIS information submitted for the district.

♦ **Administrator:** If the SAIS information must be changed, the PEA will have to do another SAIS system upload to ADE to change incorrect data. The teacher cannot enter data until the data in the SAIS system is correct and agrees with the information to be submitted through the ADE common logon.

The district of residence indicated was invalid:

♦ **Teacher:** Check the accuracy of the SAIS number for the student. If the number is correct, check with the administrator.

♦ **Administrator:** If the student has recently transferred to your school, contact the previous PEA to see if the student has officially withdrawn from the PEA and if the old school has uploaded the new data into the SAIS system. If they haven't, request that they do so immediately.

♦ **Administrator:** If the student was officially withdrawn from the previous PEA, contact the regional training center in your area.

Demographic Information Form (DIF)

*This form is for use before teachers submit data for students who take the alternate assessments.
You must have the information available BEFORE you enter any data on the computer.*

School Year_____ Enrolled Grade _____ SAIS Number_____

Date of Birth_____ Gender_____

Disability _____ Ethnic Background _____

Student Name_____
              First Name   Middle Initial   Last Name

Teacher Name_____ Teacher E-mail _____

School_____ School District _____

Did the student start the school year (within the first 10 school days) at this school and remain continuously enrolled?_____

Number years at this school_____

Did the student start this school year at this district and remain continuously enrolled? _____

Primary language spoken at home _____

Special program membership *(check all that apply)*

Special Education   504 Accommodation   English Learner Program
Gifted Education   Title I   Migrant Education
Home School

For English language learners and reclassified fluent English proficient students, please answer these questions:

1. Level of English proficiency *(check only one)*
      ELL (English language learner)   FEP (fluent English proficient)

2. Beginning in grade 1, number of years classified as identified in question 1, including the current school year *(check only one)*
      One   Two   Three   Four or more   Records not available

3. In what type of ELL program is the student enrolled? *(check only one)*
      Structured English immersion   Mainstream English classroom
      Bilingual with waiver   waiver 1   waiver 2   waiver 3

4. Beginning in grade 1, number of years in ELL program identified in question 3, including the current school year *(check only one)*
      One   Two   Three   Four or more   Records not available

The student qualifies for *(check all that apply)*
      Level I *(grades 2 to 12)*   Parent participated in the interview?_____
      Level II *(grades 6 to 12)*

Alternate Assessment Timelines
Level I

August to December	**January to February**	**March**	**April**

Teachers:
- Begin assessment process using hard copies
- Update *Form 2*
- Complete *Form 4*,* Parent Interview
- Provide instruction on *Forms 5 A–D*

Teachers:
- Input data from hard copies into Web system
- If data errors, check for incorrect SAIS number
- If unresolved data error, contact PEA administrator immediately

Teachers:
- Complete *Forms 5 A–D Score Sheets*
- Update *Forms 2* and *4*,* if needed
- Revise data in the Web system
- System closes **March 31** for teachers

April 1-30

Last chance to submit data
- Check that all data has been submitted for all eligible students
- Print reports between PEA administrators submission date and first Friday in June

PEA administrators:
- Monitor teacher hard copy assessment and data system input

Private and other public schools**:
- Submit *Forms 1, 2,* and *4* by **January 31** to the district of residence (DOR)

DOR:
- Input data received from private and other public schools

Private and other public schools**:
- Submit *AIMS-A, Forms 5 A–D* by **March 4** to DOR

DOR:
- Input data received from private and other public schools

*   Public education agencies (PEA) must interview parents unless parents choose not to participate
** Includes any schools serving students on behalf of the district of residence (DOR)

Alternate Assessment Timelines
Level II

	October to December	January to February	March	April

October to December

Teachers:
- Begin assessment process using hard copies
- Begin evaluating student on *ASAT Form 2*
- Provide instruction on *AIMS-A Forms 3 A-D*

January to February

Teachers:
- Input data from hard copies into Web system
- If data errors, check for incorrect SAIS number
- If unresolved data

March

Teachers:
- Complete *AIMS-A Forms 3 A-D Score Sheets*
- Update *ASAT Form 2,* if needed
- Revise the data in the Web system
- System closes **March 31** for teachers

April

April 1-30

Last chance to submit data

- Check that all data has been submitted for all eligible students
- Print reports between PEA administrators submission date and first Friday in June

PEA administrators:
- Monitor teacher hard copy assessment and data system input

Private and other public schools*:
- Submit *ASAT Forms 1* and *2* by **January 31** to district of residence (DOR)

DOR:
- Input data received from private and other public schools

Private and other public schools*:
- Submit *AIMS-A Forms 3 A-D* by **March 4** to district of residence (DOR)

DOR:
- Input data received from private and other public schools

*Includes any schools serving students on behalf of the district of residence (DOR)

Students Served Outside the District of Residence

Guidelines for submitting alternate assessments:

General Rules:

1. **School serving a student on behalf of the district of residence:** If you are a private day school, accommodation school, other public school, or private residential facility, you must submit the data forms for the student you are serving to the district of residence. The DOR will submit the information to ADE.

TIP:

♦ *Submit the following AIMS-A forms to the DOR:*

	Standards Status Report	Performance Evaluation	Parent Interview	Activity-Based Performance Assessment
Level I	Form 2 ⟶	(Form 3)	Form 4	Form 5 A–D
Level II	Form 2			Form 3 A–D

(Level I, Form 3 does not require data entry. Form 3 totals will be generated by the computer when the district of residence enters data for submission.)

TIP:

♦ *Submit the following ASAT form to the DOR:*

	Standards Status Report
Level I	Form 2
Level II	Form 2

---

2. Submit all Level I and Level II assessment forms (except the activity-based assessments) to the DOR for both AIMS-A or ASAT by **January 31.** For the AIMS-A assessments, submit the activity-based assessment forms by **March 4.** The DOR is responsible for submitting the results to ADE.

3. **District of residence:** *The district of residence is the district where the student resides or the agency that is considered the district of residence because of one of the exceptions that follows.* If you are the district of residence and you have a student served outside your PEA, input the data received from the private or other public school into your data base through the ADE common logon.

4. Use the home school or the school site within your agency that a student would have attended if the student had not been placed outside the district.

5. Ensure that you have a system to follow up with the serving district if forms have not been submitted to you by the deadlines. (See the timelines on the previous two pages.)

Exceptions to the General Rules:

Note: *Information in this section includes guidelines for unusual circumstances such as students from school districts without a high school, ASDB students, and students who transfer from district to district during the school year.*

6. **School district without a high school:** If you are an elementary district without a feeder union high school district or a unified district without a high school, you are considered the DOR for those high school students residing in the district. You will be responsible for submitting data to ADE. When using the ADE common logon, choose *other* when selecting the school.

7. **PEA serving a high school student on behalf of the DOR:** If you are serving a high school student for another DOR, complete the forms listed on page 48 and submit the completed forms to the DOR.

8. **Arizona Schools for the Deaf and the Blind, Phoenix Day School for the Deaf, and regional cooperatives:** If you are one of these agencies who receives per pupil funding directly from the state, you are considered the DOR for the students you serve.

9. However, if you contract with a public agency on a fee-for-service basis, the public agency with whom you contract is the DOR. Submit forms to the DOR as in the previous examples.

10. **PEA serving a student who leaves before the end of the year:** If a student transfers to another Arizona school **before April 1, 2005,** the new school is considered the district of residence. The new school will be responsible for entering data for the student. Once the new school enters the students SAIS number, date of birth, and gender, then the student data transfers to the receiving PEA. The teacher's name field must be changed to reflect the new teacher's name. If the new school has not enrolled the student and uploaded this change through SAIS to ADE, then an invalid DOR error message will be generated.

11. However, if a student leaves your school **after April 1, 2005,** you are considered the district of residence (the student has spent most of the school year with you). You must verify and submit data through the common logon for the student, print the student report, and send the student report to the public education agency now serving the student. The new school will disseminate the report to the parents.

12. **PEA serving a student who registers before the end of the year:** If a student enters your school after transferring from another Arizona school **before April 1, 2005**, you are considered the district of residence. You are responsible for entering data for the student.

13. However, if a student enters your school after transferring from another Arizona school **after April 1, 2005,** the previous school is considered the district of residence. The previous school will enter data, print the student report, and send copies of the student report to you. You will disseminate the student report to parents.

14. **Private day school:** For students in private day schools, the DOR must use the Delrep census number, not the SAIS number, to submit test data.

Alternate State Achievement Test (ASAT)
Arizona's alternate assessment to the state achievement test—which beginning in 2004–2005 is the TerraNova.

Analytic Scoring Tool (AST)
Scoring instrument used to measure student's performance on a task in a numerical format. The scoring range of 1-11 allows progressive scores to reflect student achievement over time.

Arizona Academic Standards
Content standards that represent the expectations for learning in all public schools in Arizona.

Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA)
Combined criterion-referenced (gives scores based on state standards) and norm-referenced test (compares students' scores against scores of all children who have previously taken the same test). It is designed to measure student progress in learning the Arizona Academic Standards in the content areas of reading, writing, and mathematics and to compare the progress of students in Arizona to national norms of students in the same grade.

Arizona's Instrument to Measure Standards-Alternate (AIMS-A)
The alternate assessment to Arizona's Instrument to Measure Standards Dual Purpose Assessment. AIMS-A is a test designed to measure student progress in learning the Functional and Kindergarten levels of the Arizona Academic Standards in the content areas of reading, writing, listening/speaking, and mathematics.

Arizona Student Achievement Program (ASAP)
Arizona's statewide assessment system.

common logon
A secure Web-based application for entering, managing, and storing data available through the ADE Web site (**www.ade.az.gov**). It enables users to access several applications, including the Alternate Assessment application.

criterion-referenced test
A test in which every item directly correlates with a specific educational objective. The test is designed to determine which of the objectives have been mastered by the student.

Demographic Information Form (DIF)
Form used by teachers to collect demographic data on students eligible for alternate assessments before data is submitted to ADE.

nonstandard accommodations
Substantial changes in what a student is expected to learn and demonstrate. Nonstandard accommodations must be provided in both instruction and assessment, and documented in a student's IEP.

norm-referenced test

A standardized assessment in which all students perform under the same conditions. A norm-referenced test compares a student's performance with the performance of a reference group of the same grade and age or with others of similar characteristics who have previously taken the same test.

performance assessment

Product- and behavior-based measurement designed to assess specific knowledge or skills in a real-life context.

portfolio

Systematic collection of educational or work products that have been collected over time, according to a specific set of criteria.

standard accommodations

Changes made in how a student is allowed to respond to a test, how a test is presented, or how a test is administered. Standard accommodations do not substantially change the instruction level, the content of the test, or what a student is expected to do. The proper use of accommodations does not substantially change the academic level or performance criteria. Accommodations must be provided in both instruction and assessment and documented in a student's IEP.

standards-based assessments

Assessments intended to measure content and performance standards.

Student Accountability Information System (SAIS)

Data management system established by ADE to assist schools in tracking student information, to increase accountability, and to improve school finance processes and services.

TerraNova

Norm-referenced assessment that allows score interpretations of a test taker's performance in relation to the performance of others in a specified population. The TerraNova replaces the previously administered Stanford Achievement Test, Ninth Edition.

Appendix B: Acronyms and Abbreviations Used in this Manual

I – Level I of the alternate assessment (AIMS-A or ASAT)

II – Level II of the alternate assessment (AIMS-A or ASAT)

■ *A*

ADE/ESS – Arizona Department of Education/Exceptional Student Services

AIMS – Arizona's Instrument to Measure Standards

AIMS-A – Arizona's Instrument to Measure Standards-Alternate

AIMS DPA – Arizona's Instrument to Measure Standards Dual Purpose Assessment

ASAP – Arizona Student Achievement Program

ASAT – Alternate State Achievement Test

AST – Analytic Scoring Tool

■ *C*

CRT – criterion-referenced test

CTDS # – county, type, district, site number

■ *D*

DAP – District Assessment Plan

DIF – Demographic Information Form

DOR – district of residence

DPA – dual purpose assessment

■ *E*

E – Emergent level (score range of 1–3 on the AST)

■ *F*

F – Functional level (score range of 4–6 on the AST)

FERPA – Family Educational Rights and Privacy Act

■ *I*

I – Independent level (score range of 11 on the AST)

IDEA '97 – Individuals with Disabilities Education Act of 1997

IEP – individualized education program

- ***L***

   LEA – local educational agency

- ***N***

   NRT – norm-referenced test

- ***O***

   OSEP – Office of Special Education Programs (United States Department of Education)

- ***P***

   PEA – public educational agency

   PLEP – present levels of educational performance

- ***S***

   S – Supported level (score range of 4–6 on the AST)

   SAIS – Student Accountability Information System

   SAT or **SAT-9** – Stanford Achievement Test or Stanford Achievement Test, Ninth Edition
   (no longer given in Arizona)

   SEA – state educational agency

Appendix C: Activity-Based Performance Assessment Activities

What Is Community-Based Instruction?

Students with significant disabilities need to develop the skills necessary to function independently in as many environments as possible. Since an overarching educational goal for students with disabilities is to learn to function in a variety of demanding adult environments, students with significant disabilities need to be taught directly in as many environments as they need to function in independently.

Without the chance to be taught and assessed directly in a community setting, students may not generalize the skills they have learned and use them in real-world contexts. For example, there is little point in teaching a student to make change in a classroom setting, if the student cannot pay for his or her soft drink in a fast-food restaurant.

Community-based instruction is not an occasional venture into the community—it should not be confused with a field trip. Community-based instruction is direct instruction that occurs on a regularly scheduled basis (e.g., weekly, daily) in a specific environment. The AIMS-A Activity-Based Performance Assessment determines students' ability to make purchases in a community environment. For older students, this may occur in an off-campus location.

Guidelines for implementing community-based instruction for students:

♦   Tailor IEP goals to include specific objectives that will be carried out in a community environment; write goals that relate to community activities as well as to functional academic areas.

♦   Obtain a signed permission for community-based instruction indicating the sites of the instruction for each student.

♦   Regularly schedule community-based instruction in planning for the student.

♦   Keep written documentation (such as anecdotal records or data sheets) and regularly record information (i.e., at least once a week) on each community objective.

Funding Strategies

Students in community activities need to use real money in order to maximize learning opportunities. To finance community-based training, schools might use the following strategies:

♦   Develop procedures with their business departments to redirect money budgeted for instructional materials into community-based training or set up revolving funds to supply students with money for use in community training activities.

♦   Use money from individual student lunches to purchase lunch in the community.

♦   Follow district procedures to conduct fund-raising activities.

Selecting Sites for Community-Based Instruction

Not all students should receive community-based instruction at the same time. The principle of natural proportion suggests that only one or two students receive instruction at the same time in the same environment. After discussion with parents, the educator may need to consider the following:

♦   Environments selected for instruction and assessment should be those places frequented by the student and his/her family.

♦   Environments selected would be frequently used by the student and his/her family if the student possessed the skills necessary to participate.

♦   Environments selected for instruction are frequented by the same age peers without disabilities.

Guidelines for determining the type of schedule for your student:
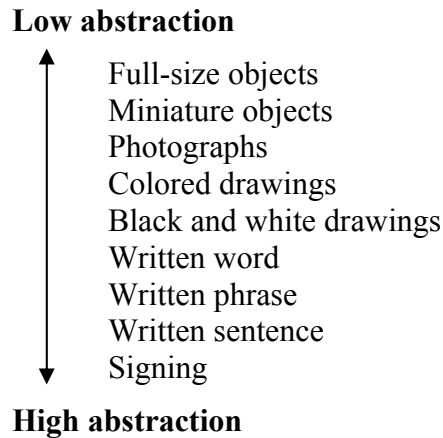
These questions should help you in determining a starting point for developing an appropriate schedule. Developing and implementing a schedule takes time for a teacher to guide a student through the process until it becomes a routine. After following a schedule becomes routine, a student should become more independent and require less teacher time.

1. Can the student match
   ♦ Pictures?
   ♦ Colors?
   ♦ Shapes?
   ♦ Numbers?
   ♦ Letters?
   ♦ Words?

2. Can the student read?

3. Can the student travel across the room? Will the student remember why he or she has traveled to a new location?

4. Can the student learn activities in large chunks or does each activity need to be taught in very small increments?

Using an Individual Daily Schedule

Structure is a crucial component of successful programs for students with disabilities. Visual schedules present the abstract concept of time in concrete and manageable formats; they are a way to provide students with consistent structure throughout the day, which leads to greater predictability for the student. The ability to predict time affords students orderliness for the day and allows them independence. Students' individual daily schedules can be made up of objects, pictures, or words (or combinations) depending on the students' functioning levels.

Following is a hierarchy of the level of abstraction of visual symbols:

Low abstraction

Full-size objects
Miniature objects
Photographs
Colored drawings
Black and white drawings
Written word
Written phrase
Written sentence
Signing

High abstraction

Informal assessments of students will give a teacher some guidance as to the level of difficulty students can handle for their initial schedules. That is, the instructor should select the type of symbol students can handle by experimenting with those symbols that students can match. For example, a child who does not have picture identification ability will need an object level schedule comprised of objects that represent activities of the day (e.g., miniature or full-size utensils representing lunch).

On the other hand, a child with picture recognition ability should be able to start with a picture level schedule that has either real photographs or line drawings that represent each activity of the day. In addition, beginning schedules may consist of color and/or numbers or symbols. Students with reading abilities may be able to use a written schedule or a combination picture/keyword schedule. It is important to use more advanced symbol matching as the child progresses to allow the most independence possible.

Guidelines for using an individual schedule:

Step 1. Get a symbol for each current activity in the student's day. Arrange them in order. Initially, it is essential to include everything the student does (i.e., bathroom, snack reinforcement, group, recess, lunch). Once using the schedule becomes routine, the student will be able to chunk or group major activities into larger chunks, thus ultimately using fewer symbols.

Step 2. Depending on the level of the student, give either a whole day's schedule or a part-day schedule. Don't present one item at a time. The purpose of the schedule is to give the student advance notice of upcoming activities so that the student may begin predicting events. Place the schedule on the student's desk, on a wall or shelf next to his desk, or somewhere close so the student can have access to the schedule. Many adults carry calendars, class schedules, assignment books, or other visual schedules in purses or shirt pockets. Your student will eventually want to carry a schedule like everyone else.

Step 3. Instruct the student on how to use and attend to the schedule: Direct the student to the schedule immediately upon entry in the classroom each day. Consistently look at and point to the schedule, using key phrases such as, "check your schedule," instead of a concrete representation of activities verbally cueing the student for the next activity. Words disappear once they are spoken, but concrete representations can be processed more easily by a student.

For a student with limited abilities, use a one-to-one discrete trial method to teach using the schedule, such as the following:

♦ Hand the student the symbol.

♦ Bring the student's gaze to the matching symbol located on a container.

♦ Prompt the student's hand to grasp the container and pull it toward her or him while holding the matching symbol in the other hand.

♦ Put the symbol into the container.

♦ Engage in the task or activity.

♦ Use the schedule to move to the next activity.

Next, place two symbols side by side within the student's visual field. Repeat the above steps with the first symbol, prompt the student to look at and pick up the second symbol immediately following the competition of the first task, and finish the sequence.

Continue to increase the number of symbols, remembering to include symbols for activities and reinforcers as well as work tasks. While teaching the schedule, always use previously mastered tasks because you are teaching the process, not the task. Later you can put instruction of the task into the schedule.

Step 4. Teach acceptance of change in routine by changing the schedule periodically. The student will notice the change and may become upset or attempt to return the schedule to the old routine. Allow expressions of anxiety while pointing to the schedule and referring to previously accepted activities. While pointing to the schedule, say, "Yes, something has changed, but your regular activity is next." If the student perseverates on the schedule change, simply cue him to check his schedule. High anxiety events are generally diffused before they occur because the schedule predicted their occurrence in advance.

Suggestions for age-appropriate games with typical peers for Level I assessment:

| **Primary Grades** | **Intermediate Grades** |

Primary Grades

Candy Land
Operation
Don't Break the Ice
Ants in the Pants
Booby Trap
Toss Across
Various Bingo games
Old Maid
Fish
Crazy Eights
Crocodile Dentist
Dominoes
Chutes and Ladders
Spin Art
Video games

Intermediate Grades

Booby Trap
Toss Across
Various Bingo games
Trouble
Sorry
Dominoes
Checkers
Jenga
Battleship
Video games

Middle School/High School

Chinese Checkers
Kerplunk
Connect Four
Yahtzee
Uno
Toss Across
Mancalla
Stacko
Pick Up Sticks (small or giant)
Various Bingo games
Monopoly
Pictionary
Cribbage
Backgammon
Scrabble
Basketball
Shooting Pool
Ping Pong
Darts (Velcro or round tipped)
Various card games
Computer games

Suggestions for snacks for Level I assessment:

Fruit salad

Taco

Tossed salad

Cole slaw

Corn bread

Celery and peanut butter

Crackers and peanut butter

Grilled cheese sandwich

Pita sandwich

Peanut butter and jelly sandwich

Cheese crisp

Pizza

Microwave dinners

Trail mix

Chex mix

Popcorn

Frozen juice

Jello jigglers

Macaroni and cheese

Spaghettios

Soup

Ramen

Fruit and yogurt smoothie

Muffins